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ABSTRACT

A goals-setting model for the community/junior college that would interface with the community needs assessment model was developed, using as the survey instrument the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service. The nine steps in the model are: Establish Committee on College Goals and Identify Goals Project Director; Identify Community Needs; Develop Institutional Goals Statements; Compare Developed Goal Statements with Goals Inventory; Identify Community Sample and Administer I.G.I.; Score Inventory Booklets; Report I.G.I. Findings to Goals Committee; Develop Institutional Goals; and Preparation of Institutional Objectives. Appendixes to the report are: Brevard Community College's Published Goals; Goal Statements Appearing in the National Lab for Higher Education's Goal-Setting Model; Recommended List of Goal Statements for Inclusion in the Institutional Goals Inventory; and Characteristics of Good Objectives. A short selected bibliography is included. (Appendix A, pages 12 through 21, the Institutional Goals Inventory, has been deleted due to copyright restrictions. Copies of the inventory may be obtained from the Educational Testing Service, Princeton, New Jersey 08540.) (DB)

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A MODEL PROCESS FOR INSTITUTIONAL GOALS-SETTING

A Module of the Needs Assessment Project
prepared by

BREVARD COMMUNITY COLLEGE

for the
Central Florida Community Colleges' Consortium

November, 1973

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TABLE OF CONTENTS

		Page
PART I:	Introduction	1
	Identification of Problem	
	Institutional Goals	
PART II.	Goals-Setting Model	3
PART III:	Appendices	10
	A. Institutional Goals Inventory	
	B. Brevard Community College's Published Goals	
	C. Goal Statements Appearing in the National Lab for Higher Education's Goal-Setting Model	
	D. Recommended List of Goal Statements for Inclusion in the Institutional Goals Inventory	
	E. Characteristics of Good Objectives	
	Selected Bibliography	32

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PART I

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INTRODUCTION

Identification of Problem

During the three year period 1972-1975 Brevard Community College has committed itself to participating in a Florida Community/Junior College Needs Assessment Consortium[1] whose goal is the construction of a vehicle which will uncover the educational needs of the community, as well as classify, organize, and prioritize them for each college to use in its administrative decision-making process.

A major component of the overall Needs Assessment Consortium activity for 1973-74 is to identify an effective process through which a community/junior college "family" can revise college goals in line with identified community needs. In addition to participation in other consortium activities, Brevard Community College agreed to undertake and complete the specific mission of designing and testing a goals-setting model which would interface with the community needs assessment model. It was felt by consortium members that the model that is to be developed should involve all affected interest groups. (e.g. students, faculty, staff, administrators, trustees, and community representatives), prioritize identified college goals, and be directly related to community needs.

Institutional Goals

More than 1900 years ago the Roman philosopher Seneca concluded "When a man does not know what harbor he is making for, no wind is the right wind." Similarly, we may conclude, an educational institution today which has not identified and set forth clear and explicit goals will be unable to provide the necessary focus and direction needed to achieve its prescribed mission. Peterson expresses the urgency of establishing goals when he says:

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[1]The community colleges actively participating in the Needs Assessment Project Consortium are: Brevard Community College, Central Florida Community College, Florida Junior College at Jacksonville, Florida Keys Community College, Lake City Community College, St. Johns River Junior College, and Valencia Community College.

It seems essential in these times that colleges articulate their goals: to give direction to present and future work; to provide an ideology that can nurture internal cooperation, communication, and trust; to enable appraisal of the institution as a means-end system; to afford a basis for public understanding and support. Indeed, the college without the inclination or will to define itself, to chart a course for itself, can look forward either to no future - - to a kind of half-life of constantly responding to shifting pressures - - - or to a future laid down by some external authority.[1]

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One would suppose that by now the question of educational goals would have been fairly well settled, and the problem of how to define them would have found some useful answers. But the question is still very much open. The problem of goals is today, more than ever, a top priority, and largely unsolved, problem. In spite of all the hard thinking and earnest talk about educational goals and how to define them, the goals produced have been essentially non-functional. There are many reasons why they have been non-functional but among the most common are: 1. too much reliance on the magic of words; 2. too little public participation in formulating goals; and, 3. too great a readiness to assume that goals are already given and require only to be achieved. Such weaknesses must be overcome if goals are to successfully serve their intended purpose.

The goals of which Peterson speaks are derived from the Institution's mission statement - - - a statement of a single purpose which is a hoped for accomplishment. Goals are usually broad and may not be quantifiable. Once goals have been established, measurable objectives can then be set and strategies for obtaining them devised. By evaluating each strategy in terms of resources needed and possible outcomes, a plan of action can be determined.

In general, there are two kinds of goals: outcome and support (process). Outcome goals are ends the college seeks to realize and are eventually translated into precise, measurable objectives. Goals of a supportive nature, when attained, facilitate reaching the outcome goals. Essentially, they are intended to optimize previously identified outcome goals.

Institutional goal determination has two end-products: identification of goals and establishment of priorities among goals. An institution's "goals structure" - - -it's rank ordering of goals - - - can be said determined when some level of consensus has been reached through a process that is democratic and participatory. Goals must be developed which accomodate the needs of diverse constituencies and respond to changing and conflicting societal demands. In order for an institution to identify goals considered important by the community it serves, it must identify a method for transforming expressed needs into meaningful goals. The goal-setting process presented in the ensuing pages is recommended strategy to achieve that end.

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[1]Peterson, Richard E. The Crises of Purpose: Definition and Uses of Institutional Goals. Educational Testing Service, Princeton, New Jersey, p. 11.

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PART II

GOALS-SETTING MODEL

Several factors were used as guidelines in the development of the goals-setting model. If the model was to serve its intended purpose, it would not only need to be relatively easy for institutional personnel to comprehend and implement, but be economically feasible - - - in terms of output received, account for differences among institutions, and be reflective of both the nature and purpose of the community/junior college.

Figure 1 on page 4 depicts the model process for institutional goals development. The model contains nine steps ranging from the creation of a college committee and appointment of a project director, step I, through the preparation of institutional objectives, step IX. The goal setting process would commence in September and be concluded by April of the same academic year. Institutional goals would be determined through a combination of committee deliberations and community input obtained through the administration of a survey instrument.

The survey instrument selected for use is the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service (see Appendix A). The I.G.I. was judged to be superior (in terms of goals statement coverage, flexibility, and ease of administration) to the only other known published goals inventory, produced by the National Lab for Higher Education in Durham, North Carolina.

The I.G.I. is a tool used by many college communities to delineate goals and establish priorities among them. The instrument does not tell colleges what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals.

The inventory is composed of 90 goal statements - - - statements which attempt to conceptualize in a meaningful way the spectrum of goals of American colleges and universities in the early 1970's - - - divided into twenty goal areas. There are four goal statements per goal area with ten goal statements categorized under the rubric "miscellaneous". The twenty goal statements are divided into thirteen outcome goals[1] and seven process goals.[2]

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[1]The outcome goals are: academic development; intellectual orientation; individual personal development; humanism/altruism; cultural/aesthetic awareness; traditional religiousness; vocational preparation; advanced training; research; meeting local needs; public service; social egalitarianism; and, social criticism/activism.

[2]The process goals are: freedom; democratic governance; community; intellectual/aesthetic environment; innovation; off-campus learning; and, accountability/efficiency.

FIGURE 1

MODEL PROCESS FOR INSTITUTIONAL GOALS DEVELOPMENT

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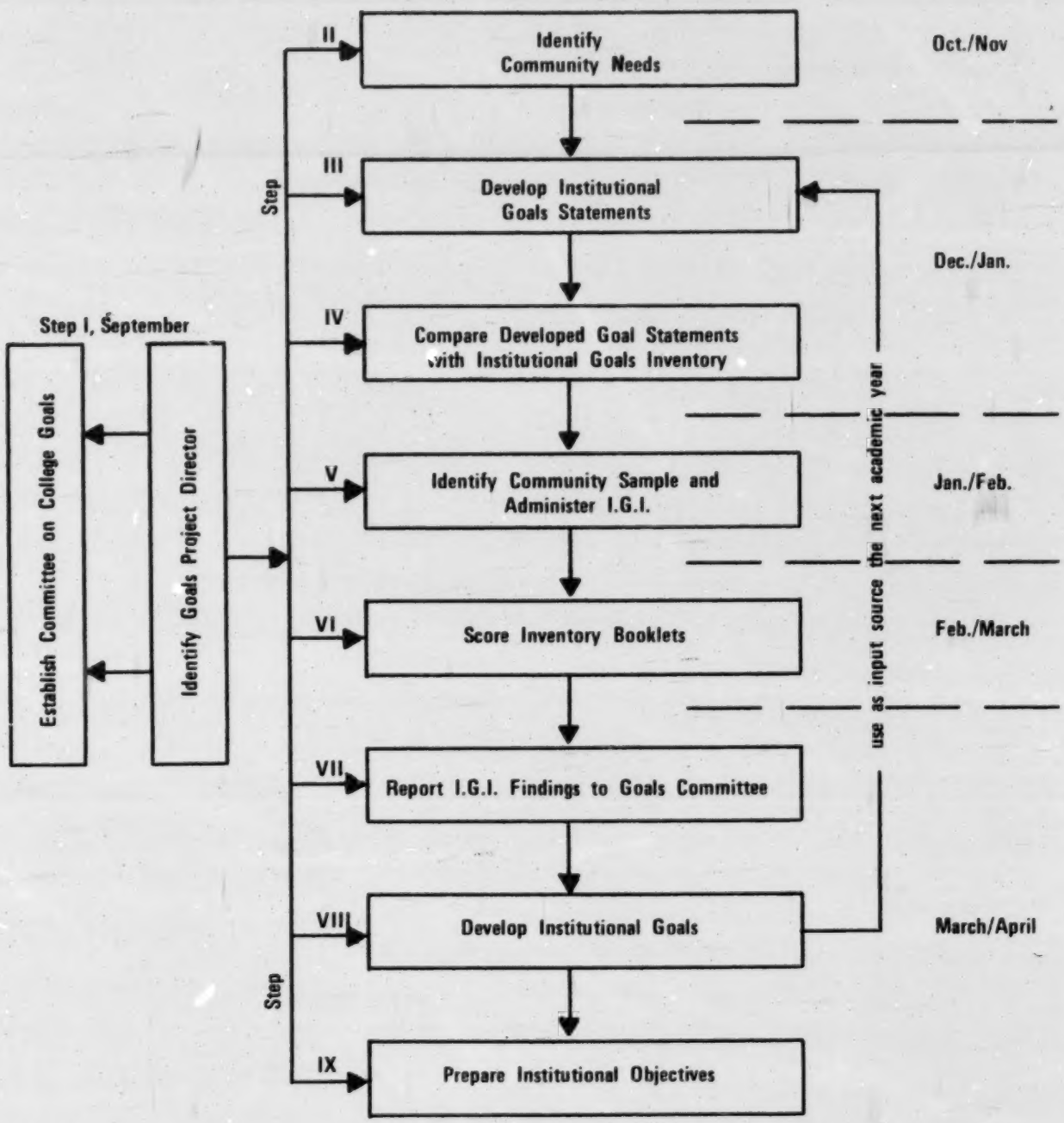

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For each of the goal statements appearing in the inventory booklet, the respondent is asked to check the degree of importance for the institution on a five point scale.[1] In addition, they are asked to respond to the goal statements both in terms of perceived existing goals and goal preferences ("is" and "should be").

Three of the most important features of the I.G.I. are that: 1. there is space provided for rating up to twenty additional goal statements written by local campus people to cover goals of special relevance to the institution and not included in the inventory; 2. an institution can determine the goal opinions of up to five different groups (e.g., students, faculty, administrators, community personnel, and staff); and, 3. institutions in a consortium, for example, could combine their data for analysis so long as similar keying techniques were followed.

In addition to the advantages listed above, the I.G.I. was selected for use in this model because: 1. it is the only instrument which can identify the most important goals for colleges or universities as seen by both on and off-campus groups; 2. it is a carefully researched and validated instrument; 3. it is a reliable instrument (reliability estimates in all but two of the twenty goal areas exceeds .60 with a medium value of .77); 4. it enables institutional goals to be categorized and prioritized; 5. inventory booklets and scoring costs are not economically prohibitive (cost/person = $2.05); 6. of the relative ease of data collection; 7. there is no need for community/junior colleges who elect to implement the model to develop complex computer programs to analyze the voluminous data; and, 8. it helps to compensate for two factors frequently inherent in committees who determine institutional goals: lack of democratic representation and irrational behavior.

A close look at each of the steps in the model would seem to be appropriate at this point:

Step I: Establish Committee on College Goals and Identify Goals Project Director; September

The degree of success of any project is largely contingent upon the expertise and leadership skills of the person(s) in charge. Consequently, one of the most important actions the college president will take is the creation of a permanent Committee on College Goals and the identification of a Goals Project Director.

The Committee on College Goals should be an institution-wide committee, chaired by the president, the academic vice-president, or the dean of instruction. The Committee should be relatively small, twelve to fifteen members, including representation of: trustees, administrators, faculty, students, ancillary staff, alumni, and community.[2] The efforts of this group should be directed toward: 1. helping to develop, define, re-define and/or review goal statements; 2. helping to implement the goals survey; 3.conducting open hearings on the survey results; and, 4. preparing a report setting forth recommended goals for the college. The approved minutes of all Committee meetings should be distributed to appropriate college personnel.

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[1] Response choices are: "of extremely high importance", "of high importance", "of medium importance", "of low importance", and "of no importance".

[2] A committee consisting of representatives of all appropriate groups provides for a common meeting ground for the opening of channels of communication and exchange of ideas. This could be a major positive outgrowth of such a venture if structured to facilitate dialogue and not threaten any particular constituent group.

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The individual designated as Goals Project Director should be a member of the college faculty or administrative staff, possess some expertise in research design and methodology, have an understanding of management by objectives, be task orientated, and be able to work effectively with diverse groups of people. The director would serve as an administrative arm of the Committee, being primarily responsible for submitting developed materials to the Committee for input and approval and implementing each of the steps in the model.

Step II: Identify Community Needs; October/November

The Goal-Setting Model presented here is based upon the assumption that a community/junior college has identified the needs of the community it serves. An institution may accomplish this important task by means of a plan and strategy developed from within, by adopting an existing needs survey instrument,[1] or by electing to make use of the Needs Assessment Model (N.A.M.) being developed concomitantly with this model.

The N.A.M. will be a computerized simulation model designed to identify, classify, organize, and prioritize community needs so that the educational system can assign these needs to the proper administrative unit for changes to be planned and implemented. The broad objective is to develop a model that will allow the educational system to: 1. rank the community's educational needs in their order of importance; 2. develop alternative plans to meet those needs; 3. determine budget allocation guidelines according to need priorities; 4. monitor the benefit or value of a need as compared to its cost, i.e., discover if fulfilling a need is economically feasible; and, 5. develop a continuing, dynamic system to evaluate the educational system's effectiveness in meeting community needs.

The model will be developed using a community college as the prototype, and will be flexible for replication in any educational system.[2]

Step III: Develop Institutional Goal Statements; December/January

Upon successful implementation of the Needs Assessment Model, a community/junior college will be able to accurately ascertain the needs of its community. Using these identified needs, the director can develop appropriate institutional goal statements. The Goals Committee would then review the prepared goal statements to insure statement clarity and objectivity. Only those items which fall outside the purview of the community/junior college philosophy would be deleted from the compiled list.

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[1]One such instrument has been developed by the Battelle Center for Improved Education in Columbus, Ohio. Battelle will visit any college campus and at a cost of $6,000.00 ($2,000.00 additional for each branch campus) conduct a community needs survey.

[2]For further information regarding the N.A.M. contact Dr. Katie D. Tucker, Director, Needs Assessment Project, Institute of Higher Education, University of Florida, Gainesville, Florida.

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Step IV: Compare Developed Goal Statements With Goals Inventory; December/January

The list of goal statements approved by the Goals Committee would be compared, by the project director, to the goal statements appearing in the Institutional Goals Inventory. Those items not found in the I.G.I. would be added to the inventory. Since the I.G.I. statements are considered quite comprehensive, the number of statements needed to be added will in all likelihood be minimal.

To further insure that goal statements appearing in the I.G.I. touch on all important areas of the academic community, the project director should review: 1. existing published institutional goals (see Appendix B for Brevard Community College's stated goals); and, 2. goal statements presented in the Goal-Setting Model developed by the National Lab for Higher Education (see Appendix C). As a result of such a review, the project director at Brevard Community College would, for example, recommend to the Goals Committee including in the I.G.I. the nineteen goal statements listed in Appendix D.

Step V: Identify Community Sample and Administer I.G.I., January/February

Before discussing the method for administering the I.G.I., a word about the population and sample to be used. In this investigation it is recommended that the population consist of members of the college faculty, administration, student body, trustees,[1] and local community.

Community/junior colleges electing to use the model are encouraged to include all college trustees, administrators, and full-time faculty in the sample selected. However, because of the size of most student bodies and the local community, a representative sample will need to be drawn. A random sampling method[2] is recommended for use to draw these samples. It is important to note that the total number of people completing the I.G.I. must be at least 400 in order to satisfy requirements for any statistical comparisons that may be made.

A computer print-out listing all full-time and part-time students enrolled in the college during the Fall term can provide the source from which the random sample of students is drawn. Drawing a truly random sample from the local community will no doubt present a problem for most institutions. Identifying a list of names which includes all the residents of the county(ies) served by the college may simply not be possible. If such a dilema exists, the use of county telephone directories may provide the only solution.

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[1]An institution may elect to include, in place of the trustees, members of the college staff or alumni. The number of different groups making up the population must be restricted to five, if comparisons are to be made, because of the limitations of the I.G.I.

[2]In random sampling, carefully controlled conditions are created to insure that each unit in the population has an equal or known chance of being included in the sample. A random sample does not necessarily represent the characteristics of the total population, but when the choice of subjects is left to chance the possibility of bias entering the selection of the sample is reduced. Stratified sampling is not considered necessary since there is no reason to believe that a high correlation exists between certain groups of people and their responses on the I.G.I.

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The I.G.I. booklets should be mailed to the people identified in the sample population.[1] Accompanying each inventory booklet to identified participants should be a letter from the college president explaining the nature and significance of the goal-setting project, an expression of appreciation for their cooperation, interest, and concern, and any other pertinent information and instructions relative to completing and returning the survey instrument. If necessary, a follow-up mailing should be conducted to increase the percentage of returned inventories.[2] As in the case of the initial mailing, a letter from the president should be enclosed.[3] The period of data collection should not exceed six weeks.

Step VI: Score Inventory Booklets; February/March

The project director can expect the Educational Testing Service (E.T.S.) to take approximately three weeks to score the submitted booklets. In scoring the inventory booklets, E.T.S. will provide community/junior colleges with a comprehensive summarization of the data collected. To assist the project director in interpreting and presenting the results of the inventory, E.T.S. includes in the returned materials blank copies of profile figures, tables, charts, etc., into which an institution may insert its compiled data.

Step VII: Report I.G.I. Findings to Goals Committee; March/April

The project director should, as soon as possible, conduct an in-depth analysis of the data compiled by E.T.S. A written report containing an interpretation of the findings of the survey inventory should be prepared by the project director and presented before a meeting of the Committee on College Goals.

Step VIII: Develop Institutional Goals; March/April

Combining the findings of the I.G.I. with the observations, suggestions, and recommendations made by the Committee on College Goals, the project director will develop a proposed list of institutional goal statements. The goal statements should be both categorized and prioritized and be submitted to the Goals Committee for review.

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[1]Participants in the study will be asked to complete the I.G.I. only one time. The Delphi Technique used in some goals studies (it should be noted that few studies on goals have been conducted) to encourage consensus or convergence of opinion among respondents was not adopted for use in this investigation since there is lack of evidence to conclude that use of the Delphi Technique increases the accuracy of the data collected. Serious question has been raised regarding the desirability of consensus on goals for educational institutions. Questions such as: 1. to what extent should constituencies agree upon institutional goals; 2. does consensus obtained through a technique such as the Delphi represent a real shift in attitude, feeling, or perception on the part of certain individuals; and, 3. is there evidence to conclude consensus obtained through such a technique is permanent, still remain to be answered. Combine these concerns with the additional expenditure of time, effort, and money necessary to use a technique such as the Delphi and one has reason to become more skeptical.

[2]Telephone calls and personal interviews may also be used to foster a higher percentage of returns.

[3]Keying the inventory booklets prior to mailing will permit an institution to identify the returned inventories and also preserve respondent anonymity.

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The list of recommended institutional goal statements generated from the Committees review should be presented, by the president, to the board of trustees for approval and adoption.

Step IX: Preparation of Institutional Objectives; March/April

When the board of trustees approves the list of identified institutional goals and moves for their adoption, the model process for goal-setting is in fact complete. But where does an institution go from here?

The identification of college goals and achieving consensus or reasonable agreement upon them from diverse groups is only the first major step. If succeeding steps are not taken, there is a high probability that such a set of goal statements would be no more meaningful than many "mission" statements now found in college catalogs. Consequently, there exists the need for institutional goals to be made more explicit and measurable in the form of institutional objectives. By translating the goals into clear, concise, quantifiable objectives, the incremental progress toward goals can be measured. (See Appendix E for characteristics of good objectives.) Even more important, these specific objectives can provide focus for directing activities designed to achieve certain results. Objectives can guide in the allocation of human and fiscal resources for short and long-range planning to attain those goals which have received the institution's highest priority. The project director's task is clear.

PART III
APPENDICES

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APPENDIX A

Institutional Goals Inventory

Pages 12 - 21, the Institutional Goals Inventory, have been deleted due to copyright restrictions. Copies of the Inventory may be obtained from Educational Testing Service, Princeton, New Jersey 08540.

APPENDIX B

Brevard Community College's
Published Goals

1. To develop long-range, intermediate-range, and short-range plans so that the college may develop in an orderly pattern, making the most efficient use of its resources and providing the maximum services to the community.
2. To provide the highest quality teaching in order to give students training in problem solving and critical thinking skills which will aid them in reaching their personal and educational goals and will improve their self concepts.
3. To offer the highest quality general education, transfer, and pre-professional education which will transmit a portion of man's collected knowledge and prepare the student for effective citizenship and lifetime learning; to provide students with a quality of education superior to or commensurate with that offered at state supported colleges and universities.
4. To offer the highest quality career programs which provide students with the knowledge and skills required in a specific field.
5. To offer individually prescribed instruction in developmental, standard academic, and supplemental enrichment work for students whose educational, occupational and personal needs are not met by the standard college curriculum.
6. To provide short courses, institutes, seminars, workshops, adult education programs, as well as full term evening courses providing a variety of goal-oriented activities for individuals and/or groups who wish to continue their education in either a formal or informal manner.
7. To provide the most effective learning resources (library, audio-visual, television) in order to insure that the college achieves its various educational goals.
8. To provide a program of cultural, civic, aesthetic, and social activities for the student and the community as a whole.
9. To provide the highest quality student personnel services to the student, with the program reflecting the philosophy and the objectives of the comprehensive community college.
10. To create an environment characterized by high morale and dedication among the staff which is conducive to personal, professional, and institutional growth and development.
11. To implement a management system which utilizes the latest techniques of management.
12. To provide the highest quality business services which reflect the philosophy and objectives of the comprehensive community college.
13. To implement a training program for administrative and teaching faculty development.
14. To provide the highest quality institutional services of the following types: computer services, system analysis, planning and development, community relations, government relations, personnel services, cost analysis, and other specialized services.
15. To provide comprehensive evaluation of the academic and non-academic environment, programs, services, and costs as well as institutional policies and procedures.

APPENDIX C

Goal Statements Appearing in the National Lab for Higher Education's Goal-Setting Model

1. Operating a continuing education program for adults
2. Reducing student attrition
3. Evaluating the progress of the college toward stated goals
4. Raising the level of social status
5. Operating programs to improve individual self concept
6. Providing developmental programs
7. Increasing drive toward goals
8. Eliminating failing grades
9. Hiring personnel dedicated to student learning
10. Insuring satisfaction with the college
11. Improving inter-personal relationships
12. Developing creativity
13. Improving mental health
14. Allocating funds in accordance with priorities to meet established goals
15. Raising level of income
16. Planning for long-range development
17. Increasing social recognition
18. Increasing basic skills
19. Fostering adequate pre-service and in-service training for college personnel
20. Allowing students to commence a course at any time during the year.
21. Encouraging opportunities for mixing racial or ethnic groups socially.
22. Providing an environment that fosters constructive change
23. Providing opportunities for students to participate in co-curricular activities
24. Insuring that lack of personal financial resources do not provide a barrier to qualified students
25. Operating one and two-year career programs
26. Operating community services programs
27. Operating university parallel college transfer programs
28. Influencing basic beliefs
29. Stimulating interest in new areas
30. Insuring that most students master courses
31. Assisting in the choice of a major or career
32. Developing special aptitudes
33. Increasing problem-solving ability
34. Instilling a sense of citizenship
35. Operating a comprehensive student personnel services program

36. Insuring that students have a voice in deciding what will be taught
37. Actively recruiting the poor and disadvantaged
38. Raising the level of vocational achievement
39. Maximizing opportunities to change programs
40. Encouraging innovative change
41. Providing individualized courses
42. Insuring that all persons connected with the college participate in decision making
43. Developing social graces
44. Increasing faculty and student involvement in the community
45. Raising the level of educational achievement
46. Improving critical thinking ability

APPENDIX D

Recommended List of Goal Statements for Inclusion in the Institutional Goals Inventory

1. to provide opportunities for students to prepare for specific vocational and technical careers. . .
2. to provide academic, vocational, avocational, and personal counseling services for students. . .
3. to provide a comprehensive student financial aid program. . . .
4. to provide the most effective learning resources. . . .
5. to create an environment characterized by high morale and dedication among the staff, students, faculty, and administration. . . .
6. to implement a management information system which utilizes the latest techniques of management. . . .
7. to provide the highest quality institutional services, i.e. computer services, community relations, etc. . . .
8. to reduce student attrition. . . .
9. to raise the level of social status and income. . . .
10. to insure satisfaction with the college. . . .
11. to improve inter-personal relationships. . . .
12. to develop creativity and special aptitudes. . . .
13. to influence basic beliefs. . . .
14. to allocate funds in accordance with priorities to meet established goals. . . .
15. to foster adequate pre-service and in-service training for college personnel. . . .
16 to insure that most students master courses. . . .
17. to operate a comprehensive student personnel services program. . . .
18. to actively recruit the poor and disadvantaged. . . .
19. to improve critical thinking ability. . . .

APPENDIX E

Characteristics of Good Objectives

Good objectives should:

1. Be realistic and obtainable
2. Cover only one issue or responsibility
3. Be fair to subordinate administrators
    a. Reasonable
    b. Cause administrators to grow
    c. Not go beyond job limits
4. Be in written form
5. Clearly fix accountability for completion of the task
6. Involve only major job responsibilities or issues
7. Express results to be attained in one or more of the following:
    a. Quantity
    b. Quality
    c. Time
    d. Cost
8. Cover only factors which are controllable by the administrator
9. Guarantee that measurement is possible by both the administrator and the person to whom he reports
10. Carry a priority rating vis-a-vis other objectives
11. Be directly related to institutional and program objectives
12. State if another administrator must play a joint role in accomplishing the objective including what he must do
13. Be as short, clear, concise and understandable as possible
14. Be a positive statement of what is to be accomplished
15. Be realistic; resources must be available to accomplish objectives

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